

**PROVISO CHANGES RECOMMENDED FOR
FISCAL YEAR 2005-06
As Adopted by the EIA and Improvement Mechanisms Subcommittee
(Updated Through December 9, 2004)**

Amendments to Existing Provisos:

1.30 (SDE: PSAT/PLAN Reimbursement) Funds appropriated for assessment shall be used to pay for the administration of the PSAT or PLAN test to tenth grade students to include the testing fee and report fee. SDE is authorized to carry forward into the current fiscal year, prior year state assessment funds for the purpose of paying for state assessment activities not completed by the end of the fiscal year including the scoring of the spring PACT assessment. ~~The Education Oversight Committee, working with the Department of Education, shall convene a task force to include district and school level personnel, individuals with expertise in testing, and parents. The task force will recommend changes to be made in the statewide testing system to provide information to parents, teachers and policymakers for improving academic performance, to provide the information in a timely manner that will facilitate decisions impacting students, schools and districts, and to contain costs in the testing system.~~

Rationale: The testing task force will present its findings to the EOC by February of the current fiscal year. These results will then be forwarded to the General Assembly. The Department of Education and Education Oversight Committee recommend the amendment.

1.31. (SDE: Basic Skills Exam) ~~Any person required to take and pass the Basic Skill Examination pursuant to Sections 59-26-20 and 59-26-40, and fails to achieve a passing score on all sections shall be allowed to retake the test or a portion thereof.~~

Rationale: The BSAP Exit Examination will be administered for the last time in the summer of 2005.

1.36. (SDE: EAA Report Card Criteria) ~~Pending implementation of standards-based assessments for students in grades 9-12 and revised examination scores, the~~ The Education Oversight Committee may base ratings for school districts and high schools on criteria that include graduation from high school with a state high school diploma relevant to high school or and ratings of career and technology center performance ~~may be based on criteria aligned with workforce needs~~ including, but not limited to, ~~current~~ exit examination performance and other criteria identified by technical experts and appropriate groups of educators and workforce advocates. For other schools without standard-based assessments the ratings may be based upon criteria identified by technical experts and appropriate groups of educators. All ratings criteria must be approved by the Education Oversight Committee.

Rationale: The amendments would allow the EOC the authority to use school ratings criteria other than standards-based assessments for high schools, career and technology centers and other schools without standards based assessments. The amendment adds graduation rate to high school and district criteria. It also permits the evaluation of high schools and districts to include graduation with a state high school diploma and sets the stage for the review of career and technology ratings so that those ratings differentiate better among programs and focus the programs on the 21st century workforce.

- 1.49.** (SDE: EAA Summer School, Grades 3-8) Funds appropriated for summer school shall be allocated to each local public school district based on the number of academic subject area scores below the basic on the prior year Spring PACT administration for students in grades three through eight and on the number of students entering ninth grade who score below proficient in reading. Individual student scores on the PACT shall not be the sole criterion used to determine whether a student on an academic plan the prior year will be placed on probation or retained. Individual student scores on the PACT shall not be the sole criterion for requiring students to attend summer school. School districts may consider other factors such as student performance, teacher judgment, and social, emotional, and physical development in placing students on academic probation or requiring summer school attendance. Students may not be placed on academic probation or retained based solely on the PACT scores. The State Department of Education working with the Education Oversight Committee must develop a method to supplement the PACT with diagnostic training and materials aligned to the content standards. Current year appropriations may be expended for prior year EAA summer school purposes. Local public school districts shall utilize these funds in accordance with the requirements of Section 59-18-500 of the 1976 Code. The State Department of Education is directed to utilize PACT-like tests aligned with standards to be administered to students on academic probation required to attend summer school. The test shall be a determinate in judging whether the student has the skills to succeed at the next grade level. The State Board of Education shall establish regulations to define the extenuating circumstances including death of an immediate family member or severe long-term student illness, under which the requirements of 59-18-900(D) may be waived. Furthermore, of the funds appropriated for summer school, up to \$250,000 will be allocated to the Education Oversight Committee for an evaluation of the impact of summer school and other remediation programs on student achievement.

Rationale: The proviso amends the allocation of summer school funding to include students entering the ninth grade who are below proficient in reading. This recommendation reinforces the importance of focusing on reading achievement in South Carolina. Also, with the increase in funding recommended by the EOC for summer schools and homework centers and with the \$120 million in EIA funds allocated to Act 135, it is important to assess the effectiveness of these remediation programs.

1.61. (SDE: After School Program/Homework Centers Allocation) The Department of Education is authorized to allocate after school program/homework center funds first, by establishing an equitable base amount for unsatisfactory schools; second, by establishing an equitable base amount for below average schools; and third, by allocating any remaining funds based on the ADM of below average schools. By November 1 of the fiscal year schools receiving funds for homework centers must report to the Department of Education and to the Education Oversight Committee on changes in the PACT-English Language Arts scores in both reading and writing of students who were participants in the homework centers during the prior school year.

Rationale: The proviso requires schools receiving homework center allocations to report to the Department of Education and EOC on the impact of the homework centers on student English Language Arts scores.

1.71. and 1A.51. (SDE: Unallocated Funds for Teacher Specialists) The Department of Education shall develop procedures and establish a timeline so schools that receive an unsatisfactory rating or a below average rating on the ~~November 2004~~ annual report card are given an option to choose technical assistance offered by the department that includes teacher specialists, principal specialists and other personnel assigned under the tiered system or alternative research-based technical assistance. Criteria for selecting alternative research-based technical assistance are to be approved by the Education Oversight Committee and the Department of Education. ~~For the 2004-05 school year, the department may utilize a supplemental alternative technical assistance program in a state of emergency school district.~~ The funds appropriated for alternative research-based technical assistance must be allocated to below average and unsatisfactory schools based upon the school's enrollment and school type with no school receiving less than \$100,000 or more than \$300,000 annually. Furthermore, it is the intent that the alternative research-based technical assistance will be provided for a minimum of three years in order to implement fully systemic reform and to provide opportunity for building local education capacity. The Education Oversight Committee, in cooperation with schools and school districts participating in the alternative technical assistance programs, will monitor the effectiveness of the alternative technical assistance program.

Rationale: The EOC and Department of Education have developed criteria by which schools can use alternative research-based technical assistance programs. The EOC has recommended a separate line-item appropriation for these schools. The proviso would establish funding levels and accountability measures.

1A.12. (SDE-EIA: XI.A.4-Academic Assistance/Remedial Adult Education) Of funds appropriated in Part IA, Section 1 XI.A.4. for Academic Assistance an amount not to exceed \$1,000,000 must be used for adult education students ~~scoring below the BSAP standard on any portion of the exit examination~~ failing one or more sections of the HSAP Exit Examination at a weight of .114 of the base student cost as defined in the Education Finance Act.

Rationale: The proviso needs to be amended to refer to the appropriate exit examination now administered.

1A.18. (SDE-EIA: XI.C.3.-Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average teachers salaries of the southeastern states as projected by the Division of Budget and Analyses. For the current school year the Southeastern average teacher salary is projected to be ~~\$41,391~~ \$42,437.

It is the intent of the General Assembly to exceed the Southeastern average teacher salary as projected by \$300. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

Funds appropriated in Part IA, Section 1 XI.C.3. for Teacher Salaries must be used to increase salaries of those teachers eligible pursuant to Section 59-20-50 (b), to include classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists in the school districts of the state. Furthermore, the Education Oversight Committee, working with the Department of Education and the Center for Educator Recruitment, Retention, and Advancement of South Carolina, must review the methodology used in calculating the average teacher salary in South Carolina and determine how the salary schedule and other compensation funds can be amended to retain and recruit highly qualified teachers to all schools in the state. The Committee will report its findings to the General Assembly by January 1."

Rationale: The Southeastern average teacher salary has been projected to increase to \$42,437 in Fiscal Year 2005-06. The EOC working with the Department of Education and Center for Educator Recruitment, Retention, and Advancement of South Carolina would review the methodology to in determining the average teacher salary in South Carolina.

1A.23. (SDE-EIA: XI.F.3-CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1 XI.F.3. for the Teacher Recruitment Program, the S.C. Commission on Higher Education shall distribute a total of ~~\$5,836,110~~ \$5,404,014 to the Center of Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which ~~\$4,284,752~~ \$4,200,000 must be used for the Teaching Fellows Program and of which ~~\$200,000~~ \$166,302 must be used for specific programs to recruit minority teachers, and shall distribute \$467,000 to S.C. State University to be used only for the operation of a minority teacher recruitment program

and therefore shall not be used for the operation of their established general education programs. The S.C. Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The S.C. State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October 1 annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

Rationale: The changes reflect accurate allocations of funds for teacher recruitment due to mid-year revenue shortfalls.

1A.26. (SDE-EIA: XI.B-Parenting/Family Literacy) Funds appropriated in Part IA, Section 1 XI.B. for the Parenting/Family Literacy Programs and allocated to the school districts for parenting projects in the prior fiscal year may be retained and expended by the school districts for the same purpose during the current fiscal year. ~~School districts receiving funding for Parenting/Family Literacy Programs shall develop programs to address intergenerational cycles of poverty through adult education, early childhood education and parenting programs.~~ These funds must be allocated only to school districts that provide comprehensive family literacy programs which address intergenerational cycles of poverty through adult education, early childhood education and parenting programs. Furthermore, any school district that does not provide the evaluation information necessary to determine effective use as required by Section 59-139-10 (A) (1) and by regulation is not eligible to receive additional funding until the requested data is provided. Of the funds appropriated in Part IA, Section 1 XI.B. for the Parenting/Family Literacy \$125,000 must be used for the Accelerated Schools Project at the College of Charleston.

Rationale: This proviso was amended last year to require districts to begin developing programs and implementing that address intergenerational cycles of poverty through comprehensive programs. The proviso changes would now require all districts to implement such programs in order to receive continued funding. These changes are the result of an EOC study last year of the program and are recommended by the Department of Education.

1A.33. (SDE-EIA: XI.C.4-Professional Development on Standards) These funds shall be used for professional development for certificated instructional and instructional leadership personnel in grades kindergarten through 12 in the academic areas for which SBE standards documents have been approved to better link instruction and lesson plans to the standards and to any state-adopted readiness assessment tests, develop classroom assessments consistent with the standards and PACT-style testing, and analyze PACT

results for needed modifications in instructional strategies. Funds may also be expended for certificated instructional and instructional leadership personnel in grades sixth through twelve to achieve competency in teaching reading to students who score below proficient on the reading assessment of PACT. Provided further that \$250,000 of the funds allocated to professional development, must be provided to the State Department of Education to implement successfully the South Carolina Readiness Assessment by creating a validation process for teachers to ensure reliable administration of the assessment, providing professional development on effective utilization and establishing the relationship between the readiness measure and third grade standards-based assessments. Multi-day work sessions shall be provided around the state during the summer and during the fall and winter using staff development days, teacher workdays, two of the remaining professional development days shall be set aside specifically for the preparation and opening of schools. District instructional leaders, regional service centers, consortia, department personnel, university faculty, contracted providers, and the resources of ETV may be used as appropriate to implement this intensive professional development initiative. Teachers participating in this professional development shall receive credit toward recertification according to State Board of Education guidelines. Funds provided for professional development on standards may be carried forward into the current fiscal year to be expended for the same purpose. No less than twenty-five percent of the funds allocated for professional development should be expended on the teaching of reading which includes teaching reading across content areas in grades three through eight.

Rationale: To emphasize the importance of reading, the proviso is amended to require no less than 25% of all funds allocated for professional development to be expended on reading. Funds would also be used to target professional development to early childhood education teachers for using and applying the results of the SCRA.

1A.35. (SDE-EIA: XI.E.1-Principal Executive/Leadership Institute Carry Forward) Prior fiscal year funds appropriated in Part IA, Section XI.E.1. for the Principal Executive/Leadership Institute may be carried forward into the current fiscal year and expended for the same purpose. The Institute and all principal evaluation and induction programs must include training for the key role that principals have in supervising the teaching of reading and instilling the importance of literacy in public schools.

Rationale: The proviso requires that funds for training principals must include a component regarding the importance of reading and literacy.

1A.50. (SDE-EIA: Critical Geographic Area) Notwithstanding the provision of Section 59-26-20 (j) for those students seeking a loan cancellation under the Teacher Loan Program after July 1, 2004, “critical geographic area” shall be defined as schools that have an absolute rating of below average or unsatisfactory, schools where the average teacher turnover rate for the past three years is 20 percent or higher, or schools that meet the poverty index criteria at the 70 percent level or higher. The list shall also include special schools, alternative schools, and correctional centers as identified by the State Board of Education. ~~Students obtaining a loan a~~ After July 1, 2004, July 1, 2005 students shall receive a loan or have their loan canceled based on those schools or districts designated as a critical geographic area at the time of loan application or graduation employment. The definition of critical geographic area shall not change for those students ~~who have a loan, or~~ who are in the process of having a loan canceled, on or before ~~June 30, 2004~~ June 30, 2005. Beginning in Fiscal Year 2005-06 the maximum loan amount will be increased to an amount not to exceed \$20,000. Beginning July 1, 2005, freshmen may continue to apply for the Teacher Loan Program, but only freshmen who have participated in the Teacher Cadet program are eligible to receive a loan.”

Rationale: The proviso changes clarify that a student’s eligibility for loan cancellation is based on the school being designated as “critical” at the time of employment. The proviso allows teachers to be eligible for employment in special schools, alternative schools and correctional centers for geographic loan forgiveness. And, based upon a recommendation from the Education Oversight Committee, the maximum loan amount would be incrementally increased from \$15,000 to \$20,000 with available funds. The loan amount has not been increased since the creation of the program in 1984.

New Provisos:

1A. __ (SDE: Teacher Reading Proficiency) To ensure the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 XI.C.4. for professional development, the State Board of Education must establish competency standards to teach reading for all teachers and local school districts must require teachers to demonstrate proficiency in these standards as part of each teacher's Professional Development plan. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's professional development funds as appropriated. School districts may expend funds allocated from retraining grants, the South Carolina Reading Institute, lottery funds and any other professional development funds to assist teachers in achieving the proficiencies. All teachers must achieve proficiency in the competency to teach reading within five years with twenty percent of all teachers being proficient by the end of school year 2005-06, forty percent proficient by the end of school year 2006-07, sixty percent proficient by the end of school year 2007-08, eighty percent by the end of school year 2008-09, and one hundred percent proficient by the end of school year 2008-09.

Rationale: Like teacher proficiency standards in technology, this proviso requires proficiency in the teaching of reading for all teachers by the end of school year 2009-10.

5A. __ NEW With the funds appropriated to the Commission on Higher Education, the Commission must review and report to the Education Oversight Committee and the State Board of Education by March of the fiscal year on the efforts and effectiveness of teacher education programs to adequately prepare candidates to work with students having difficulty in learning to read and the degree to which the programs collaborate with reading specialists and reading programs in the state.

Rationale: This new proviso would require the Commission on Higher Education to evaluate the efforts and effectiveness of teacher education programs in preparing teachers for working with students who have difficulty in reading.

Itemized List of High School Costs	Cost per Pupil	Cost Per Pupil	Cost Per Pupil	Cost Per Pupil	Cost Per Pupil
Based on High School of 900	Model 1	Model 2	Model 3	Model 4	Model 5
	1:21	1:24	1:25	1:30	1:35
Classroom Teachers:					
783 students in regular classrooms; 117 or 13% disabled in an average class size of 12 students requiring 10 teachers.	47.3	42.6	41.3	36.1	32.4
Total Number of Teachers, Rounded Up to .5	47.5	43.0	41.5	36.5	32.5
Total number of Teachers paid at \$42,737 plus 23% for fringe benefits.	2,774.34	2,511.51	2,423.90	2,131.86	1,898.24
Professional Development costs based on \$903.04 per teacher	47.66	43.15	41.64	36.62	32.61
\$200 per teacher for instructional supplies	10.56	9.56	9.22	8.11	7.22
Additional five days to teacher contract-- using SE average for FY06, each day costs \$225. For five days, \$1,125 plus fringe benefits of \$258.75 = \$1,383.75 per teacher	73.03	66.11	63.04	56.12	49.97
Administration:					
Principal (\$86,160 plus fringes) *	117.75	117.75	117.75	117.75	117.75
Two Assistant Principals or Curriculum Coordinators (\$70,495 plus fringes) *	192.69	192.69	192.69	192.69	192.69
Secretary/Attendance Clerk (\$24,964 plus fringes) *	34.12	34.12	34.12	34.12	34.12
Two Media Specialists (\$50,403 plus fringes) *	137.77	137.77	137.77	137.77	137.77
Reporting requirements for report card	7.50	7.50	7.50	7.50	7.50
Schoolwide Functions:					
Parental Involvement	25.00	25.00	25.00	25.00	25.00
24 Units of Graduation	119.66	119.66	119.66	119.66	119.66
Driver's Education Course	7.5	7.5	7.5	7.5	7.5
School Safety Coordinators	22.78	22.78	22.78	22.78	22.78
District cost Overlay:	<u>1775.74</u>	<u>1775.74</u>	<u>1775.74</u>	<u>1775.74</u>	<u>1775.74</u>
Total for High School:	5,440.88	5,156.45	5,061.12	4,745.82	4,493.41

* Salaries and Wages Paid Professional and Support Personnel in Public Schools, 2003-2004 published by Educational Research Service.

Itemized List of Middle School Costs	Cost per Pupil	Cost Per Pupil	Cost Per Pupil	Cost Per Pupil	Cost Per Pupil
Based on a Middle School of 750	Model 1	Model 2	Model 3	Model 4	Model 5
	1:21	1:24	1:25	1:30	1:35
Classroom Teachers:					
652 students in regular classrooms; 98 or 13% disabled in an average class size of 12 students for 9.0 teachers.	40.0	36.2	35.1	30.7	27.6
Total Number of Teachers, Rounded Up to .5	40.0	36.5	35.5	31	28
Total number of Teachers paid at \$42,737 plus 23% for fringe benefits.	2,803.55	2,558.24	2,488.15	2,172.75	1,962.48
Professional Development costs based on \$903.04 per teacher	48.16	43.95	42.74	37.33	33.71
\$200 per teacher for instructional supplies	10.67	9.73	9.47	8.27	7.47
Additional five days to teacher contract-- using SE average for FY06, each day costs \$225. For five days, \$1,125 plus fringe benefits of \$258.75 = \$1,383.75 per teacher	73.80	67.34	65.50	57.20	51.66
Administration:					
Principal (\$80,060 plus fringes) *	131.30	131.30	131.30	131.30	131.30
Asst. Principal or Curriculum Coordinator (\$66,360 plus fringes) *	108.83	108.83	108.83	108.83	108.83
Secretary/Attendance Clerk (\$24,964 plus fringes) *	40.94	40.94	40.94	40.94	40.94
Counselor (\$52,303 plus fringes) *	85.78	85.78	85.78	85.78	85.78
Two Media Specialists (\$50,403 plus fringes) *	165.32	165.32	165.32	165.32	165.32
Reporting requirements for report card	7.50	7.50	7.50	7.50	7.50
Nurse (\$40,201 plus fringes) *	65.93	65.93	65.93	65.93	65.93
Resource Officer (\$25,000 plus fringes)	41.00	41.00	41.00	41.00	41.00
Schoolwide Functions:					
Parental Involvement	25.00	25.00	25.00	25.00	25.00
District cost Overlay:	<u>1775.74</u>	<u>1775.74</u>	<u>1775.74</u>	<u>1775.74</u>	<u>1775.74</u>
Total for Middle School:	5,463.56	5,199.27	5,123.77	4,784.61	4,558.29

* Salaries and Wages Paid Professional and Support Personnel in Public Schools, 2003-2004 published by Educational Research Service

Itemized List of Elementary School Costs Based on a Elementary School of 500	Cost per Pupil Model 1	Cost Per Pupil Model 2	Cost Per Pupil Model 3	Cost Per Pupil Model 4	Cost Per Pupil Model 5
	1:21	1:24	1:25	1:30	1:35
Classroom Teachers:					
435 students in regular classrooms; 65 or 13% disabled in an average class size of 12 students for 5.5 teachers.	26.2	23.6	22.9	20.0	17.9
Total Number of Teachers, Rounded Up to .5	26.5	24	23	20	18
Total number of Teachers paid at \$42,737 plus 23% for fringe benefits.	2,786.03	2,523.19	2,418.06	2,102.66	1,892.39
Professional Development costs based on \$903.04 per teacher	47.86	43.35	41.54	36.12	32.51
\$200 per teacher for instructional supplies	10.60	9.60	9.20	8.00	7.20
Additional five days to teacher contract-- using SE average for FY06, each day costs \$225. For five days, \$1,125 plus fringe benefits of \$258.75 = \$1,383.75 per teacher	73.34	66.42	63.65	55.35	49.82
Administration:					
Principal (\$75,144 plus fringes) *	184.85	184.85	184.85	184.85	184.85
Secretary/Bookkeeper (\$24,964 plus fringes) *	61.41	61.41	61.41	61.41	61.41
Library Media Specialist (\$50,403 plus fringes) *	123.99	123.99	120.33	123.99	123.99
Reporting requirements for report card	7.50	7.50	7.50	7.50	7.50
Schoolwide Functions:					
Parental Involvement	25.00	25.00	25.00	25.00	25.00
Services for Preschoolers with Disabilities	72.85	72.85	72.85	72.85	72.85
K-5 Enhancement (Lottery)	125.00	125.00	125.00	125.00	125.00
District cost Overlay:	<u>1775.74</u>	<u>1775.74</u>	<u>1775.74</u>	<u>1775.74</u>	<u>1775.74</u>
Total for Elementary School:	5,346.89	5,066.53	4,951.03	4,618.48	4,394.19
Half-Day Program for 4-year-olds	2,061				

* Salaries and Wages Paid Professional and Support Personnel in Public Schools, 2003-2004 published by Educational Research Service

Itemized List of District Costs	Cost per Pupil
Based on a district of 7500 students	
School Board:	
Compensation	0.59
<i>Training (Based on statewide cost of \$151,570)</i>	0.22
District Office:	
Personnel --	97.13
Superintendent	
Fiscal Officer	
Secretary	
Director for Planning	
Asst. Superintendent for Staff	
Program Consultant	
2.5 Secretaries	
Support Costs	25.62
Annual Financial Audit	3.00
Maintenance and Operation of Schools	1,291.00
Instructional Supplies (Computers, library books, etc.)	100.00
Transportation	185.00
Parenting/Family Literacy	9.56
Technology	26.62
Alternative Schools	16.28
ADEPT	13.22
Reporting Requirements of Report Card	7.50
TOTAL:	1,775.74

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* Salaries and Wages Paid Professional and Support Personnel in Public Schools, 2003-2004 published by Educational Research Service.

Scenario A: Using lowest base student cost and 1:21 Teacher/Student Ratio		
	December 2004	December 2003
BSC (Maximum)	\$5,347	\$5,239
WPUs	839,493.49	825,971.34
	\$4,488,771,681	\$4,327,263,850
Assume State Share is 70%	\$3,142,140,177	\$3,029,084,695
Est. Current State Revenues	<u>\$2,604,779,032</u>	<u>\$2,500,012,828</u>
Balance:	\$537,361,145	\$529,071,867
30% Local Share on Model	\$1,346,631,504	\$1,298,179,155
Ad Valorem Taxes:		
Fiscally Independent Districts	\$1,253,293,232	
Fiscally Dependent Districts	<u>\$646,177,267</u>	
TOTAL:	\$1,899,470,499	\$1,764,850,456
District Total Revenue	\$2,382,189,644	\$2,211,652,540

Scenario B: Using highest base student cost and 1:21 Teacher/Student Ratio		
	December 2004	December 2003
BSC (Maximum)	\$5,464	\$5,259
WPUs	839,493.49	825,971.34
	\$4,586,992,429	\$4,343,783,277
Assume State Share is 70%	\$3,210,894,701	\$3,040,648,294
Est. Current State Revenues	<u>\$2,604,779,032</u>	<u>\$2,500,012,828</u>
Balance:	\$606,115,669	\$540,635,466
30% Local Share on Model	\$1,376,097,729	\$1,303,134,983
Ad Valorem Taxes:		
Fiscally Independent Districts	\$1,253,293,232	
Fiscally Dependent Districts	<u>\$646,177,267</u>	
TOTAL:	\$1,899,470,499	\$1,764,850,456
District Total Revenue	\$2,382,189,644	\$2,211,652,540

Classifications	2003-04 ADM	Current Weights	Revised Weights	Revised WPUs	BSC of \$5,347
Kindergarten	41,917.95	1.30	1.00	41,917.95	\$224,135,278.65
Primary (1-3)	123,924.54	1.24	1.00	123,924.54	\$662,624,515.38
Elementary (4-8)		1.00			
Elementary (4-5)	87,613.20		1.00	87,613.20	\$468,467,780.40
Middle (6-8)	138,876.77		1.00	138,876.77	\$742,574,089.19
High School (9-12)	78,732.81	1.25	1.00	78,732.81	\$420,984,335.07
Educable Mentally Handicapped	8,498.06	1.74		14,786.62	\$79,064,080.67
Learning Disabled	44,333.09	1.74		77,139.58	\$412,465,316.08
Trainable Mentally Handicapped	2,627.96	2.04		5,361.04	\$28,665,472.32
Emotionally Handicapped	5,462.81	2.04		11,144.13	\$59,587,675.94
Orthopedically Handicapped	1,164.15	2.04		2,374.87	\$12,698,408.50
Visually Handicapped	613.60	2.57		1,576.95	\$8,431,962.34
Hearing Handicapped	1,248.20	2.57		3,207.87	\$17,152,502.28
Speech Handicapped	34,913.37	1.90		66,335.40	\$354,695,399.84
Homebound	2,299.90	2.10	1.00	2,299.90	\$12,297,565.30
Vocational 1	57,601.87	1.29			
Vocational 2	21,476.62	1.29			
Vocational 3	11,252.46	1.29			
Career Technology	90,050.00		1.20	108,060.00	\$577,796,820.00
Autism	1,404.82	2.57		3,610.39	\$19,304,741.43
Adult Education					
17-21 Population	16,442.00		0.20	3,288.40	\$17,583,074.80
Over 21 Population	68,000.00		0.10	6,800.00	\$36,359,600.00
Additional Classifications:					
Gifted and Talented (3-12)	97,162.00	0.30	0.15	14,574.30	\$77,928,782.10
Career Exploration (6-9)	165,908.00		0.039	6,470.41	\$34,597,292.96
Prevention (K-3)	97,017.00	0.26	0.20	19,403.40	\$103,749,979.80
Remediation (4-12) *	173,668.00	0.114		19,798.15	\$105,860,718.74
Limited English Proficient	10,984.00		0.20	2,196.80	\$11,746,289.60
TOTAL WPUS:				839,493.49	\$4,488,771,681.41

* Until 2004 PACT data is available, the estimated for remediation is based upon 2003 PACT data. All other counts are based upon the 2003-04 actual ADM counts or upon the most recent data provided by SDE.

Adult Education: In 2003-04 there were 85,270 persons enrolled in adult education. The per student allocation is only \$135. The Governor's Workforce Committee recommends targeting the adult education programs to the 26,588 students who are 17 years of age through 21 years of age at a cost of \$1,000 per students for a minimum of 300 hours of attendance or the successful completion of a high school credential during the school year. The remainder would spent on the over 21 years of age group.

Prevention - According to the 2003 annual report card, 57.93% of all students in South Carolina qualify for Medicaid and/or reduced or free lunches and are classified as in poverty. Using nationally recognized programs such as Success for All/Roots and Wings, the cost to address the educational needs of low-income students is approximately \$1,000 per pupil. \$1,000 equates to .2 of the base student cost. 57.93% of K-3 students eligible.

LEP - In North Carolina, each school having at least 20 students with limited English proficiency receives \$21,603 or the equivalent of one teacher assistant position. The allocation is based on a 3-year weighted average headcount or at least 2 1/2% of the ADM of the schools is IEP. Converting this figure into a weighting = $(\$21,603/20 \text{ students} = \$1,080 \text{ or } .20 \text{ of the base student cost of } \$5,350 \text{ as determined by this study. Based on the most recent data available in the 2004, 10,984 students are classified as LEP in South Carolina.}$

Gifted and Talented: In the FY2003-04 school year, school districts received \$377.12 per academic student served using the prior year's 135 day report of 67,882 students. In comparison, the .30 weighting for gifted and talented should be \$533.10 which is .30 of the bsc of \$1,777.

Remediation: To provide remediation for an estimated 40% of students in grades 4-12 who score below basic on at least one PACT assessment. Weighting results in \$600 per student to be used for: summer school, reduced class size, afterschool programs, extended day, instructional materials, etc.

Career Exploration -- To provide one counselor for every 250 students in grades 6-9 at a cost of \$200 per student.

FY2004-05 Appropriation	State Funding	EIA	Lottery	TOTAL
Full-Time Programs:				
APT/ADEPT	2,217,245			2,217,245
Health and Dental Part-time Teachers	206,345			206,345
Employer Contributions	368,430,403			368,430,403
Education Finance Act	1,079,180,573			1,079,180,573
Adult Education	12,677,703			12,677,703
Nurse Program	597,562			597,562
Lunch Program	413,606			413,606
P.L. 99-457	3,973,584			3,973,584
Retiree Insurance	52,751,957			52,751,957
National Board Certification	11,276,610	27,968,264		39,244,874
Reduce Class Size	35,047,429			35,047,429
Credits for High School Diploma	23,632,801			23,632,801
School Safety	6,807,857			6,807,857
Middle School Initiative	4,937,500			4,937,500
Modernize Vocational Equipment	4,739,548	3,963,520		8,703,068
Summer School	21,000,000			21,000,000
Alternative Schools	10,976,277			10,976,277
Advanced Placement		2,514,265		2,514,265
Gifted and Talented		29,497,533		29,497,533
Services for Students with Disabilities		4,205,017		4,205,017
Tech Prep - School to Work		4,064,483		4,064,483
Jr. Scholars Program		51,558		51,558
Critical Teaching Needs		602,911		602,911
Arts Curricula		1,597,584		1,597,584
Local School Innovation		9,970,064		9,970,064
Act 135		120,352,806		120,352,806
Competitive Teacher Grants		1,287,044		1,287,044
Parent Support		4,156,662		4,156,662
Family Literacy		1,698,864		1,698,864
Teacher Salaries		220,402,230		220,402,230
Employer Contributions		41,105,016		41,105,016
Teacher Supplies		10,000,000		10,000,000
Professional Development		6,204,060		6,204,060
Professional Development -NSF		2,900,382		2,900,382
Principal Salary Supplement		3,095,968		3,095,968
Governor's Institute of Reading		1,312,874		1,312,874
SUBTOTALS:	1,638,867,000	496,951,105		2,135,818,105
Transportation:				
School Bus Driver Salary	38,834,622			38,834,622
Contract Drivers	378,531			378,531
Bus Drivers Aide	159,670			159,670
EAA - Transportation	4,000,000			4,000,000
SUBTOTALS:	43,372,823			43,372,823

K-5 Reading, Math, Science & Social Studies			46,500,000	46,500,000
6-8 Reading, Math, Science & Social Studies			2,000,000	2,000,000
High Schools that Work			500,000	500,000
Other State Revenue in Lieu of Taxes for FY2003				
Local Property Tax Relief	245,054,959			
Homestead Exemption	73,004,779			
Merchants Inventory Tax	19,748,284			
Manufacturer's Deprec Reimbursement	21,295,654			
Other State Property Tax Revenue	7,705,487			
Revenue from Other State Sources	9,778,941			
SUBTOTAL:	376,588,104			376,588,104
TOTAL:	2,058,827,927	496,951,105	49,000,000	2,604,779,032

OTHER		
4-year-old Early Childhood		21,832,678